

UNIVERSITITEKNOLOGI MARA

MULTIMEDIA ELEMENTS TO SUPPORT READING  
OF SLOW LEARNER STUDENTS

SITIAISYAH BINTIYUSOH

Thesis submitted in fulfillment of the requirements for

**Master of Science (MSc.) Information Technology**

**Faculty of Computer and Mathematical Sciences**

**July 2014**

## ABSTRACT

Slow learner students are who has difficulties in academic skills which require more time, repetition, special instruction and more attention from teachers to be successful. Slow learner students always having problems with basic skills of learning like writing, mathematics and reading. Reading is one of the basic foundations of self-knowledge and importance to ensure students leading in reading skills; however, slow learner was expected that learning to read is really hard and uninterested things for them. Slow learners having a lot of problems with reading such as poor in comprehension skills, poor in word recognition, careless reading and poor in phonics skills. Therefore, this research is intended to identify the information about the characteristic of slow learner students and the reading element to support slow learner student in reading. The qualitative research method is used to gather information by conducting interview with the teachers who are experienced in special education. The Engagement of phonics, games, audio and story elements with the multimedia elements provides slow learner students a program or platform to make reading process become better and success in education. The implementation of video, graphic and animation multimedia elements into the reading element exposed students with the exponential of the reading process using technology and make it become more interesting and fun.

## **ACKNOWLEDGEMENT**

In the name of Allah S/W/T, The Most Gracious and The Most Merciful,

First and foremost, praise to Allah the Almighty for allowing me to complete this research and for everything that He has given me, blessings and guidance for me in facing all the challenges throughout this research.

Sincere appreciation is given to my supervisor, Dr Natrah Abdullah for her patience supervision, advice and guidance from the early stage of this research. Above all and the most needed, she provided me constant encouragement and support in various ways. To my coordinator, Dr Jasber Kaur a/p Gian Singh, many thanks for your great reminder and keeping me focused on track in this research. My greatest gratitude also goes to Associate Professor Dr Haryani Haron for her unbelievable support and guide in the preliminary of this research, and also gratitude to my beloved parents, for their trust and prayers.

I also wish to express my special thanks to Akmalul Hayat Ab Manaf, all my lecturers, classmates and friends who had supported me in any admiration to the flourishing realization of thesis, as well as expressing my deepest apology to whom that I could not mention personally one by one.

# TABLE OF CONTENT

	PAGES
<b>STUDENT DECLARATION</b>	<b>i</b>
<b>ABSTRACT</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT</b>	<b>iu</b>
<b>TABLE OF CONTENT</b>	<b>iv</b>
<b>LIST OF TABLES</b>	<b>vii</b>
<b>LIST OF FIGURES</b>	<b>viii</b>
<b>CHAPTER 1: INTRODUCTION</b>	<b>1</b>
1.1 Research Background	2
1.2 Research Problems	2
1.3 Research Questions	2
1.4 Research Objectives	4
1.5 Research Scope	4
1.6 Research Significant	4
<b>CHAPTER 2: LITERATURE REVIEW</b>	<b>6</b>
2.1 Introduction	6
2.2 Slow Learner Students	6
2.3 Characteristics of slow learner student	9
2.4 Reading	12
2.5 Slow Learner Reading Skills	14
2.5.1 Improve word recognition skills	15
2.5.2 Improve comprehension skills	16
2.6 Multimedia	17
2.6.1 Using Multimedia in Education	18
2.6.2 Multimedia Element in Reading	20
2.7 Summary	21

### **CHAPTER 3: RESEARCH METHODOLOGY**

3.1	Introduction	22
3.2	Research Paradigm	22
3.3	Research Approach	23
3.4	Strategy of Inquiry	24
3.5	Research Design	25
3.5.1	Phase 1: Research Planning & Literature Review	26
3.5.2	Phase 2: Pilot Interview	26
3.5.3	Phase 3: Interview & Data Analysis	27
3.5.3.1	Data Collection	28
3.5.3.2	Data Analysis	30
3.6	Summary	31

### **CHAPTER 4: ANALYSIS AND DISCUSSION OF FINDINGS**

4.1	Introduction	32
4.2	Analysis of Interview	32
4.3	Strategies in assisting Slow Learner in Reading	35
4.4	Using Multimedia Element to Support Reading Element for Slow Learner Students	36
4.4.1	Phonic element	37
4.4.2	Games Element	40
4.4.3	Story Element	50
4.5	Summary	53

### **CHAPTER 5: CONCLUSION**

5.1	Introduction	54
5.2	Findings	54
5.2.1	The Characteristics of Slow Learner Students	54
5.2.2	Reading Elements for Slow Learner Student	55
5.2.3	Multimedia Element Suitable in Supporting the Reading Elements	55
5.3	Limitation and Recommendation	56